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ABSTRACT

Materials contained in this career education implementation booklet (one in a series of seven) are designed to provide experiences for developing the skills necessary to plan and manage a comprehensive career education program. This booklet focuses on the processes of planning and implementing and is closely related to Booklet #1, Consultation and Shared Decision-Making, and Booklet #3, Evaluation. Major topics discussed are planning and implementing, developing support systems, resistance to career education, larger cooperative units, multiplying effect, developing a management plan, and instituting career education. (TA)

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CAREER EDUCATION DISSEMINATION PROJECT

IMPLEMENTATION BOOKLET #7

PLANNING AND MANAGEMENT

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BOOKLET #7 - PLANNING/MANAGEMENT

OVERVIEW

Deliberate planning and careful management are often neglected when new educational programs are being implemented. This booklet focuses on the processes of planning and implementing and is closely related to Booklet #1, Consultation and Shared Decision-Making and Booklet #3, Evaluation.

Needs for Planning/Management Skills

The U.S.O.E. School Survey of Educational Opportunity by Mayeske and Benton (1975) recommended educational change and diversity, but in a framework of scientific discipline. In an August 20, 1975, address at the U.S.O.E. Career Education Demonstration Project Directors' Meeting, Dr. Sidney High reviewed the planning and management needs shown in an analysis of the Vocational Act, Part D Grants. Five of the major management deficiencies found in the Part D grants, were as follows:

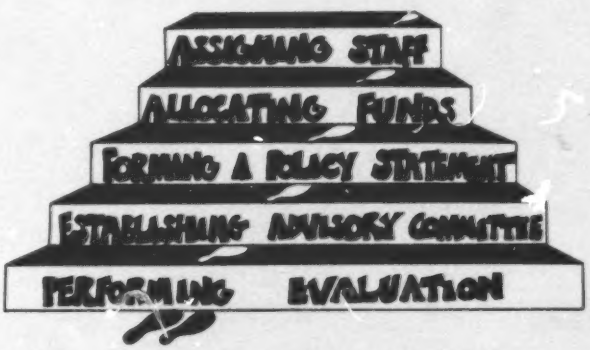
... Budgeted funds were underspent
... A written work plan was often missing
... The description of participants was unclear
... Costs, objectives and activities were often not tied together
... Personnel job descriptions lacked clarity

In "A Study of Our Nation's Schools" (Mayeske et al, 1972) one conclusion reached was that:

"Management of schools in terms of explicit objectives and performance criteria is one major innovation that may result in improved school performance." (Page 114)

The challenges of planning and managing the interaction effects of implementing a broad scope of career education activities are described indirectly in the booklets on shared decision making, curriculum development, community involvement, career learning centers and staff development.

The need for assistance in funding strategies is emphasized in the AIR National Survey (McLaughlin, 1976) which found lack of funds and materials as the most frequently cited source of difficulty in career education implementation. The AIR Survey also found that only 3% of the districts sampled had taken all of the five steps in implementing career education - assigning staff, allocating funds, forming a policy statement, establishing an advisory committee and performing evaluation.



Planning/Management Skills

To develop the skills necessary to plan and manage a comprehensive career education program the following objectives are suggested:

1) To be able to identify the elements of a management plan (PERT Chart)

2) To be able to describe the major multiplying (interaction) effects of the following career education components:

   a) Shared Decision Making
   b) Community Participation
   c) Curriculum Development
   d) Career Learning Centers
   e) Staff Development

3) To be able to identify starting points for program development where the probability of success is high.

4) To be able to identify local, state and national sources of funding for career education.

PLANNING AND IMPLEMENTING

Getting Started

Desirable changes in education do not always happen without planning. Most readers are likely aware of several instances of quality materials, resources, and ideas in career education being ignored or underused because of a lack of implementation. No guarantees can be given as to the success of career education programs; however, the suggestions made in this chapter represent proven techniques of educational change which should increase the probability of successful implementation.

The implementation process is called a focused-planned success approach. Focusing on specific objectives and activities is necessary in making detailed plans and evaluating the follow through. Focusing is also a way of increasing the likelihood of initial success. Some evidence of success is one of the necessary building blocks for expanding a program. Deliberate detailed planning is time consuming and often ignored, yet it can make the difference between success and failure in implementation.

Focusing for Success

The old cliche "nothing succeeds like success" is appropriate here. Achieving demonstrable success in educational programs is difficult. The question is how to achieve enough success so that you and the other people involved feel rewarded and motivated to continue. In addition success is needed to maintain and increase credibility and influence in the work setting.

Initially selecting program objectives that have a high probability of successful attainment is necessary. The first step in selection is a narrowing process. For example, one might select only 4 to 5 student outcome behavioral objectives from the list of approximately 80 in Booklet 2. In deciding which objectives to focus on one might ask the following questions:

1. Which objective areas and related activities will evoke the most staff, student, and community interest and support?
2. What potential programs have the most human and natural resources?
3. What potential programs have the most positive past experience?
4. What objectives are the easiest to measure?
5. What setting; i.e., school building, department, classroom, and individual student and staff member, is the most likely place to experience success?

Question 5 emphasizes the need to focus on specific settings and individuals where the chances of success are the highest. For example, a career education program might be started with only a small part of the staff and student population and gradually expanded as success is demonstrated.

Realistic Goal Setting

Part of realistic goal setting involves the personal assessment of needs and strengths mentioned previously. Another part of goal setting requires the identification of the formal and informal power structure within the school and the community.

Organizational change consultants emphasize the desirability of influencing the top of the power structure. In the case of career education the superintendent, other influential administrators, and community influence people, such as school board members, may be the key power people in implementing change. People in power positions have the most potential for helping or hindering the implementation of new programs. In some instances, a realistic goal is to gain limited support or even neutrality on the part of key power people. Strong program opposition on the part of key people practically dooms a program to failure--unless some negotiation is possible. In some situations the people in positions of power and influence can only be indirectly influenced and involved. For example, if the superintendent can not be influenced directly, one might try to work through the assistant superintendent or other influential administrators.

It may be helpful to define power since it appears frequently in discussions of program implementation. Power might be described as the influence potential that might be derived from one's occupational or organizational role (formal power structure) as well as one's expertise and social status and social attractiveness (informal power structure).

Enlisting the support of formal leaders such as administrators, department chairpeople, and curriculum coordinators is necessary. The informal leaders may not always be the same group, in the same rank order, as the formal leaders, but may exert as much or more power. Not every important person in the formal and informal power structure is likely to be supportive of any particular program, including career education, which needs to be recognized in establishing realistic program goals.

A deliberate analysis of the school and community power structure is a critical step following a personal needs assessment and goal setting. As a review and a suggested worksheet for the implementation process up to this point, go through the following steps:

Focused-Planned Success Approach

Step 1: Personal Needs Assessment. Review goals and field force analysis. Consider your professional and personal strengths and interests.

My Strengths _____

_____

_____

My Needs _____

_____

_____

Step 2: Student, Staff, and Community Needs Assessment. Consider what needs are expressed by each potential target population.

Student Needs _____

_____

Staff Needs _____

_____

Community Needs _____

_____

Step 3: Arrange the assessed needs from highest to lowest. Focus upon needs that match yours and are important but perhaps not the greatest needs.

Greatest Need _____

_____

_____

to _____

_____

_____

Weakest Need _____

Step 4: Now select the needs that can be realistically met in terms of probability of success.

Needs in order of difficulty of meeting Hardest Need to Meet	Personal Interest (check if yes)
_____	_____
_____	_____
_____	_____
_____	_____
_____ Easiest Need to Meet	_____

Check under the personal interest column all of the needs in which you have a personal-professional interest. Consider forcusing on those needs checked that are also in the low to middle difficulty range and are of personal interest to you and important to others.

Step 5: Hopefully at this point you have identified several needs that are important but also have some chance to be met. As a further check on a realistic starting point in program planning write down the needs that have survived the preceding focusing process. Write down the needs as the target population expresses them and as you perceive them as a professional career development educator.

Focus List of Needs

Expressed by the students/staff/community	My perception of these needs
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

In many instances the expressed needs of students, staff, or community will not appear very similar to your perceptions. Whether the differences involve communication and semantics, or value and attitude differences, it is vitally important to negotiate some common elements. When specific program activities are proposed it is important that those involved see a link between their needs and the program's activities.

Step 6: An additional process step to determine realistic short and long range program goals and a starting point is to write down the key people in the school and community power structure and rate their power bases.

Key Power People

NAME	Power Position Very High-High-Med.	Expert Power Very High-High-Med.	Social Power Very High-High-Med.
Examples:			
	X	X	X
John Doe Principal			
	X	X	X
James Smith PTA President			

Review the list and check those people that you or others in your support group can influence to use their power to support your proposed program.

Hopefully the preceding planning processes highlighted the importance of analyzing community needs and support. Utilizing community needs and support can be illustrated by assessing parent needs and perceptions of student needs, use of community volunteers, community advisory committees, community field trips and speakers, and consultation with school boards and community agencies. In public education a great deal of power lies in the local community yet we often neglect involving and eliciting community support.

Implementing career education will mean change. Educational change as the result of career education programs might be reflected in expectations for students, classroom materials, teaching activities, staff relationships, administrative policies, community participation, and numerous other areas. Initially new programs will generate superficial changes, new influences, promotions, and incentives as part of program implementation. Until students, teachers, and community residents have practiced new behaviors and ideas to the point where they are a part of one's life style, they may appear superficial and tenuous. Realistic goal setting recognizes the gradualness of change and the need to provide ways of increasing permanence.

A school as a social organization requires outside stimulation in order to change. To insure some permanency however, changes must eventually be generated from within the school organization. Even the outside stimulation may take the form of people within the school system coming in contact with outside influences through reading, workshops, conferences, and courses. If

you will be acting as outside catalysts, one necessary goal is to have internal agents of change actively participate in the concepualization of the program and carry on the responsibility for program permanency.

Another aspect of organizational change is the tendency for schools to over-react to external pressures for change. This over-reaction often consists of the change advocates overselling the values of change as well as the uniqueness of new programs. Career education has often been oversold as an entirely new approach to education (which it isn't) and a panacea for all ills of school and society. A missionary zeal can result in inflexibility and a counter-reaction of resistance by many people. Awkward implementation of new policies and programs is common. Linking new programs with past activities is one way to avoid over-reaction change and the corresponding resistance.

Planning for Change

Implementing career education programs requires planning and focusing for success. Changes in teaching procedures, materials and job roles produce stress reactions in some people. Stress as represented by tension, anxiety, and avoidance can be unproductive and generate resistance to change. Innovation involves risks of failure, disappointment, and loss of self-esteem. Systematic planning can minimize stress and resistance.

Minimizing Stress

It is not possible to eliminate stress reactions in implementing new programs nor is it probably desirable. A realistic goal is to stimulate enough change with its resulting stress to implement ongoing programs. Overwhelming stress will produce avoidance and anxiety reactions.

Stress conditions have four components: complexity, ambiguity, novelity, and intensity. Complexity refers to the degree of understanding needed to feel comfortable with the career education program. Limiting the pace, variety, and amount of program activities is one way of avoiding a stimulation overload. Ambiguity refers to the degree of clarity each person has regarding how one is expected to act in one's role in the program. Taking time to orient people as to what might be expected of them can be combined with rehearsal or try out activities before experiencing the activity in the natural setting.

Novelity is the degree of newness of program components as perceived by participants. Focusing on specific areas with gradual program expansion minimizes novelity. Linking new programs with past programs and familiar experiences also minimizes the novelity.

Intensity is the degree of personal risk associated with program participation. If human needs such as security, approval, and self-esteem are perceived to be directly affected by the program intensity of stress, feelings will be high. Programs that involve innovation in curriculum materials and teaching activities are likely to be less stress producing than innovations requiring changes in job roles, interpersonal relationships, and methods of evaluation and approval.

Providing psychological support for people who are participating in inno-

vative programs will also minimize the effects of stressful change. Psychological support includes providing the human relationship qualities of empathy, regard, and genuineness as well as cognitive assistance. Cognitive assistance can include helping people label what is happening as well as to analyze, understand, and predict the course of events.

Providing Incentives for Change

Stimulation for change and innovation in career education requires opportunity to experience new ideas and activities as well as rewarding consequences for trying new things. Many educational programs are implemented with the rationale that potential long range benefits to students are enough incentive for staff, parents, and students. Long range student benefits, no matter how likely, are usually not enough motivation for implementing new programs. Immediate incentives are often more powerful in influencing people's behavior than long term incentives. Incentives for implementing career education can be described as primarily social rewards, material rewards, or program centered rewards. Social rewards include the approval, support, and recognition of peers and others in the power structure as well as status gains.

Material rewards might be consumables such as food, drink, other material goods, money, or privileges. Privileges could include opportunities for self-determination in use of time, and the specifics of daily activities. Program centered rewards include feedback as to the success of program activities, the accomplishment of short term process objectives, and opportunities for increased program activities.

Everyone involved in career education needs incentives to initiate and continue participation. Students, teachers, program initiators, parents, and community residents all require incentive structure. In implementing new programs in career education an incentive structure needs to be planned that will provide a variety of readily available rewards for people who take the risks of making changes and coping with stress.

As a summary and a planning activity fill out the following chart.

Incentives Structure

People Involved	Stress Conditions		Incentives for Change		
	High	Low	Social	Material	Program Centered
A. Students					
B. Teachers					
C. Other Staff					
D. Others in Power Structure					
E. Parents					
F. Community Residents					

A Planning - Implementation Model

A focused-planned success model of program implementation will be presented as a guide in sequencing and analyzing progress. The model includes components of the process of change already mentioned as well as other aspects of program implementation.

Implementing Career Education

Step 1: Identify the starting point in implementing career education.

... Determine personal needs and the perceptions of needs of others in the program setting.

... Determine where change has a moderate but not high need and a good chance of success. For example, helping a department develop career units instead of attempting to innovate a performance-based student grading system which might be strongly opposed by some.

... Determine who will be involved in the proposed change. For example, the target for your career education influence efforts may be individual teachers or administrators, parents, or groups such as subject area departments.

Step 2: Identify the formal and informal power structure involved.

... Determine who has legal power and can influence and can be influenced directly or indirectly.

... Determine who has social and expert power and can be influenced--"support systems."

Step 3: Communicate openly and directly with the people involved.

... Listen to the people in the program setting, particularly for needs, feelings, and intentions.

... Express your own needs, feelings, and intentions in a straight-forward manner.

Step 4: Develop a support system of a small group of people who will work for a change.

... Develop a team of people with explicitly stated group goals and individual contributions.

Step 5: Analyze the decision-making processes involved in implementing career education.

... Determine how the decisions involving your proposed change will be made on a continuum from one person to an "integrated consensus."

... Determine who will be involved in making the decisions involving your proposed career education change.

Step 6: Negotiate specific program objectives with the people involved.

... Be clear about what are the mutually agreed upon goals or objectives; i.e., what is your role? What strategies will be used? What outcomes are desired?

... Acknowledge mutual sources of power and change; i.e., what both you and the program participant can contribute and gain from each other.

Step 7: Deal with the resistance to the proposed career education program.

... Identify who and on what basis the change is being opposed.

... Attempt to incorporate some of the concerns of the resistance into the change proposal rather than overpowering them.

Step 8: Develop a sequence of short-range goals which lead to the gradual attainment of long-range goals.

... Determine specific short-term objectives with high probability of success. These objectives include the introduction and practice of new ideas and behaviors.

... Gradually raise your expectations after attaining some momentum of success. Provide for the transfer to and practice of new ideas and behaviors in the life style of the school-community.

Step 9: Evaluate the processes and products involved and feedback to Step 1.

... Monitor in detail the relative success of specific program components.

... Utilize the record of activities and outcomes in making improvements in the program.

Steps three through seven will be elaborated upon further in Booklet 1 on Consultation Skills. Step nine on evaluation is covered in Booklet 3. The model is illustrated below in terms of examining the natural history of the career education program in Roseville, Minnesota.

In 1970, a needs assessment was undertaken in the Roseville School District to assist in the development of objectives for a K through 12 career education program (see Step 1). Teachers K-12, students in grades 7 through 12, and many community members were contacted to identify their goals, perceptions, and needs in the areas of career planning. For example, 86% of the secondary students sampled desired more help with educational and vocational decisions. Only 11% of the elementary teachers sampled indicated that they had taught units dealing with the world of work.

The needs assessment committee formulated program goals based on their professional perceptions of career development needs, as well as the expressed needs of the sample groups. Stimulation for change from national and state agencies was expressed through the superintendent's formation of the assessment committee which also provided status and recognition for the assessment program.

In considering where to initiate career development, it was decided to focus initially on teachers at the K-6 level as the client system. Factors influencing the decision were, 1) the needs assessment data, 2) developmental self-concept theoretical models 3) the greater amount of child-centered orientation in the elementary staff structures, and 4) the greater probability of obtaining incentive funding. In general, needs were apparent in all sectors of the school-community population, but the probability of success seemed greatest in the elementary setting (see Steps 1-3).

Where to Start

To focus upon specific program areas where implementation and consultation efforts might be initiated consider the following chart examples, brainstorm additional areas, and make up a chart for your particular school-community setting.

Initiating Career Education Programs

Target Group--Activity	Primary Power Structure	Consultative Resources	Realistic Goal First Year
I. STAFF A. Inservice Programs Staff K-12	Superintendent Principal College	Local college or university State department Staff inservice committee	Awareness and orientation sessions for all staff; Volunteer credit course
B. Curriculum units in Specific departments, & Specific areas of career education	Principal Department chairpersons Informal teacher leaders	State Department of Education Curriculum coordinators Counselors	Mini units in 2-3 departments and 2-3 grade levels
C. Resource Center including speakers directory, audio-visuals, simulation and interview activities	Principal Librarian Budget planners	Librarian Counselors	Pilot 2-3 components within 1-2 buildings
D. Student progress reporting (K-12)	School Board PTA Administrators Counselors	Other pilot schools Counselors	Pilot additional reporting methods with volunteer teachers

Target Group--Activity	Primary Power Structure	Consultative Resources	Realistic Goal First Year
E. Teacher-advisor program (7-12)	Principal Teacher leaders	Counselors Experienced teacher-advisors	Pilot with volunteers
F. Staff advisory-Steering committees (K-12)	Principal Department chairpersons	State Department of Education	A working team formed
G. Relating the life-career implications of all subject matter areas K-12	Principal Curriculum coordinators	Curriculum coordinators, Counselors, Teachers with infusion experience	Infusion in several curriculum units by some teachers
H. Development of a greater variety of curriculum options and graduation requirements	School Board PTA Administrators Community Advisory Committee	State Department of Education	One or two pilot options
II. STUDENTS			
A. Career counseling, individual and group	Student leaders of various groups	Experienced counselors	Widened individual counseling Pilot groups
B. Work experience programs 9-12	School Board Administration Community Employers Community advisory Committee	Vocational educators, State Employment Service, Community business personnel, Workers	Senior high program started
C. Placement in exploratory activities, internships and entry level employment (9-14)	School Board Administration Community employers	Vocational educators State Employment Services Pilot schools	Pilot group of students involved

Target Group --Activity	Primary Power Structure	Consultative Resources	Realistic Goal First Year
D. An extensive school-community visitation-interview program with a broad life-style emphasis	Community advisory committee PTA		Pilot program
E. Student advisory committee on curriculum, co-curricular activities and school policy	Administration Student leaders Student Council	Student government advisor Someone experienced in organizational development	Student centered concerns handled
III. COMMUNITY RESIDENTS			
A. School-community exchange of visitations and limited on-the-job experiences	Community advisory committee School Board Administration Teacher leaders		Visitations primarily in the first year with some "job for a day" exchanges
B. Community advisory committee for partnership in setting policy and for communication	Community leaders School Board Administration	State Department of Education Someone experienced in organizational development	Development of a structure and opportunity for reaction and communication of program goals
C. Adult counseling and placement	Community advisory committee School Board Administration Adult education coordinator	State Department of Education, State Employment Services, Adult education coordinator, Experienced counselors	A drop-in counseling center

Target Group--Activity	Primary Power Structure	Consultative Resources	Realistic Goal First Year
D. Community survey of needs and program progress--including school alumni	Community advisory committee 12th grade teacher leaders		Needs survey on a sample baris

The preceding chart is only illustrative of the type of local planning chart that might be developed with the involvement of staff, community, and student advisory and steering committees. A timeline of who will do what is also needed. A focused success approach requires selecting only a few of the many potential career education program components.

An Incremental Approach

Career education is a comprehensive refocusing of several aspects of a school program as a long range goal. It may take several years for a school district to implement most of the program components of career education. For the past three years (1975-1978) the U.S. Office of Career Education has been funding grants to demonstrate incremental improvements in career education in a variety of settings.

In December of 1974, the U.S. Office of Career Education developed a sample draft entitled "Career Education Implementation Categories" which proposed eight categories of program development.

Each school district may wish to develop its own incremental categories as part of a short and long range planning. An example of a short and long range implementation plan is found in the section entitled "A Management Plan."

DEVELOPING SUPPORT SYSTEMS

Building support groups of people is necessary for anyone wanting to implement career education programs. By support group is meant a cohesive team of people who helps its members in areas of action, ideas and human relations. A support system would consist of the network of groups within the school-community setting that will promote career education. In developing a support system consider people in terms of the following characteristics: trustworthiness, openness, competency, power, status, and willingness to take risks.

What Can Support Groups Do?

There are at least four basic, but not mutually exclusive, functions of support groups:

1. Communication - A support group can be a two-way message relay system necessary in almost any size school-community setting. The sharing of personal intentions and feelings can also be emotionally supportive to the group members.

2. Problem-Solving - Groups who have worked together in an open and organized manner have the potential for creative problem-solving superior to that of individual problem-solving.

3. Psychological Support - Qualities of empathy, regard, and genuiness can heighten individual and group morale as well as the power of commitment to action.

4. Implementation of Action Plans - Group power of commitment, task specialization, and delegation of responsibility are necessary factors in program implementation.

Often when assuming the role of catalyst for change, one can feel very alone, and very powerless, and support groups become a necessity for morale and professional success.

Coping with Alienation

Some elaboration is needed as to the needs and potential uses of support groups in school and work settings. Studies of worker alienation as summarized in Work in America (1973) point to four conditions which counteract alienation. A feeling of mastery of the work tasks and a sense of autonomy or self-control are two factors necessary for worker satisfaction. A belief that one's activities are of value to others and an awareness of psychological support comprise the two other satisfaction conditions. Support systems consisting of planning and implementing teams are major recommendations for dealing with worker alienation through job redesign. School staff and student alienation seem related to the same four conditions of worker alienation found in both blue and white collar occupations (Marc, 1974).

It would seem that in the process of implementing career education in the schools a great deal of modeling of conditions of career satisfaction should be a core objective. The processes of involving staff, students and community in shared decision-making and support teams should reflect what is known about sources of worker satisfaction.

Identifying Support Systems - An Exercise

In identifying potential support systems consider administrators, parents, community residents, students, faculty, and external consultants. Both formal and informal groups might be potential sources of support. Examples of formal groups would be departments, advisory groups, and steering committees. Examples of informal groups would be friends, social groups, family members, and professional groups.

ANALYZING POTENTIAL SUPPORT SYSTEMS
FOR CAREER EDUCATION

Formal Groups	Type of Support (Check all that apply) Comm (1)	P.S. (2)	Psy (3)	Plans (4)	Key Members	Incentives for Participation
1. _____	____	____	____	____	_____	_____
					_____	_____
					_____	_____
2. _____	____	____	____	____	_____	_____
					_____	_____
					_____	_____
3. _____	____	____	____	____	_____	_____
					_____	_____
					_____	_____
4. _____	____	____	____	____	_____	_____
					_____	_____
					_____	_____
Informal Groups						
1. _____	____	____	____	____	_____	_____
					_____	_____
					_____	_____
2. _____	____	____	____	____	_____	_____
					_____	_____
					_____	_____
3. _____	____	____	____	____	_____	_____
					_____	_____
					_____	_____
4. _____	____	____	____	____	_____	_____
					_____	_____
					_____	_____

(1) Communication
(2) Problem-Solving
(3) Psychological Support
(4) Action Plans

Advisory Committees/Task Forces

The following excerpt from the 1976-77 Roseville Career Education plan provides an example of how the concept of support groups and shared decision-making can be implemented:

(3) TASKS AND STRATEGIES

Staff Development

Task Area 1: To Develop a Shared Decision-Implementation Structure

A School-Community Advisory Committee will advise on general project policy and coordinate the work of Task Forces in specific areas. The Advisory Committee will represent teachers, students, administration, guidance, business, labor and parents. The committee will be limited to twelve members and meet at least monthly.

Several Task Forces will assist the Project Staff and the Advisory Committee in the generation of implementation concepts, and in providing a broad base of involvement and commitment.

Examples of Task Force Committees and their functions are:

a. Career Learning Centers	Promotion of usage by staff, students and community, formative evaluation.
b. School-Community Resource Directory	Promotion of usage and elicitation of community sites and personnel.
c. Parent-Student-Community Exchanges and Internships	Program formats and promotion.
d. School-Community Exchanges and Internships	Promotion and elicitation of sites and personnel.
e. Curriculum Writing	Validation of the accuracy of career role simulations, instructional goals for schools, especially school and work meanings and values.
f. Program Evaluation	Evaluate criteria and assist in reporting data to the various consumers of evaluation reports.
g. Elementary Career Education	To articulate and update the K-6 program.

Each Task Force will represent all relevant school and community groups and will be initiated only for specific tasks and for specified durations.

Building Steering Committees will coordinate career education in each of the five secondary schools. On-going needs assessments, awareness programs, sharing in the planning for the allocation of materials, curriculum

writing, and workshops are examples of building committee activities.

A major effort of the project implementation team will be devoted to the management of the committee and task force structure. Four strategies motivate such an effort:

1. Basic to the project is the modeling of the processes of shared decision-making in implementation, in the content of relevant workshops, and in related student curriculum materials.

2. Providing for broad-based involvement and offering an array of incentives is considered essential to the development of commitment for a comprehensive career education program.

3. Clearly specifying the purpose of each committee and group is planned so that people can provide legitimate input. However, in no instance is the intention to stifle creativity or restrict suggestions that fit the broad project goals. Formative evaluation procedures will provide an on-going review of participants' reactions to such activities.

4. The final consideration will be to focus on areas of likely success and programs that offer relatively inexpensive follow-up after the grant's termination. Expensive services that cannot be maintained in any fashion, even after the initial costs are absorbed, are not goals of the project

An example agenda for the Advisory Commitee is as follows:

ROSEVILLE ADVISORY COMMITTEE AGENDA

January 15, 1976

7:30	Up-date from Internship & Exchange Task Force	(20 Minutes)
7:50	Brief up-dates on other task force activities (Parent-student night and Resource Directory)	(10 Minutes)
8:00	Report on curriculum writing and field testing English Art Science Foreign Language Home Economics	(20 Minutes)
8:20	Break for refreshments	(10 Minutes)
8:30	Report on "The National Career Education Scene" Dr. L. Sunny Hansen, Professor, Counseling & Student Personnel Psychology, U of M	(20 Minutes)

8:50 Discussion on next year's plan (20 Minutes)

Issues:
1) Is the center concept sound?
2) Should we continue to focus on a few?
3) Should amount of resources set aside for internships be changed?
4) Should we schedule more teacher in-service workshops? Of what types? Alternatives?
5) How much emphasis should be placed on teacher-advisor aspect?
6) Can we measure concrete subject matter learning in career related units?
7) Should there be more focus on job placement and post high follow up?

9:10 Set date and site for next meeting

Suggested: Thursday morning, February 12th at Kellogg Career Leaning Center, so that next year's proposal can be examined before it is submitted.

RESISTANCE TO CAREER EDUCATION

The importance of incorporating resistant forces into career education has been discussed. Now specific examples of issues and arguments of resistance to career education are needed. The following issues and arguments are frequently encountered in varying degrees when attempting to promote career education.

ANSWERING RESISTANCE

Issues and Arguments of Resistance	Promotional Approaches
1. Career education's goals are too vague.	1. Probably true--in terms of implementing programs, more specific objectives are needed.
2. Career education is concerned only with the economic part of human activity.	2. This depends on one's definitions and orientation. Many programs put equal emphasis on humanistic man and intellectual man.
3. Career education is overly simplistic in terms of occupational choice as a one time matching process based only on job information.	3. Modern career development theory emphasizes life-long decision-making in a psychological context.
4. Career education results in a rigid tracking of students to meet manpower needs.	4. Hopefully more rather than fewer options will be available as well as more emphasis on human potential. Also see 2 and 3 above.
5. "Future shock"--the rapid changes in society, schools, and occupations makes career education outdated.	

6. Students are being forced to make decisions about their future at too early an age.

7. Changes in sex roles affecting occupational and family life are not shown in career education.

8. Career education is too costly.

9. There isn't enough time now to teach all of the academics

5. Helping students cope with rapid change and to think futuristically is one objective of career education. Also see 3 above.

6. Personal decision-making and life planning is best taught using current life situations.

7. Career education programs like other school programs have not always kept pace with social change.

8. Curriculum enrichment, refocusing of objectives, and greater use of the community are major career education strategies--none of which are expensive.

9. Career education can increase the personal meaning of education and thereby increase motivation.

The examples represent only some of the legitimate concerns that are raised about career education. Some of the issues may involve semantics but often value questions are raised. The change agent will want to plan for such resistance and not react defensively. Presenting both the potential advantages of career education as well as the problem areas is the most effective in the long run.

LARGER COOPERATION UNITS

Career education is one of several forces in our society generating the need for school groups and organizations to enter into a greater variety of cooperative relationships. Many of these cooperative relationships may be for very specific purposes and of short term duration.

Cooperation units and relationships might be linkages between elementary, secondary, and post high school institutions, departments, schools, employers, community agencies, and the state department of education.

Developing cooperating processes is not easy; negotiation of common goals and understanding differing institutional jargon and communication networks are necessary. Examples of potential payoffs from such efforts include more effective use of resources, articulation of programs to avoid unnecessary duplication, school credit exchanges, and a greater variety of alternatives for completing educational requirements, physical plant, materials, research and development efforts, and staff exchanges.

One illustration of school-community cooperation is illustrated by

the Community Career Center (New Hope, Minnesota) sponsored by the Robbinsdale schools. Over the past three and one-half years the Community Career Center consisting of a counselor and a job counselor have facilitated a broad range of services to over 1000 people. The center services include alternative schools, night school, job referrals, and educational, career, personal, and family counseling. The center operates from a shopping center rather than a school building. While priority is given to students who have interrupted or terminated their secondary school education, young adult and middle age clients are also well represented. A basic concept of the center is to bring to bear upon individuals all of the appropriate community resources without unnecessary duplication. The efforts of all of the school and community resources are coordinated and focused on individuals and their needs. Without such common goals and coordinated efforts the center could not provide services to so many people with such a limited staff.

A sampling of the wide variety of community agencies and institutions which the center uses is as follows:

1. Placement Services

   A. State Department of Manpower Services, Inc.
   B. Associated Clerical Services
   C. Neighborhood Youth Corp.
   D. Volunteer Service Placement

2. Educational Alternatives

   A. Vocational Schools
   B. Schools for High School Credit

3. Miscellaneous Services

   A. B'Nai Brith
   B. County Offices
   C. Society for the Blind
   D. Drug Counselors, Psychiatrists, Psychologists, Social Workers

For further information contact the Community Career Center

7695 42nd Avenue North
New Hope, Minnesota 55427
Phone 612-533-5404
Betty Olson, Counselor
Lynda Goodwin, Job Counselor

References

Bales, R. F. Interaction Process Analysis. Cambridge, Massachusetts: Addison-Wesley, 1950.

Bradford, Leland P., Stock, Dorothy, and Horwitz, Murray. "How to Diagnose Group Problems." Group Development. National Training Laboratories, 1201 Sixteenth Street N.W., Washington 6, D.C., 1961.

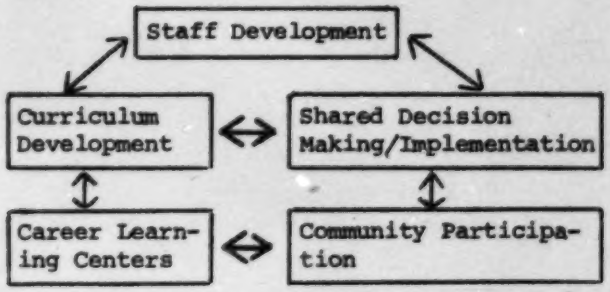
Heslin, R. and Dunphy. D. "Three Dimensions of Member Satisfaction in Small Groups," Human Relations. 1964, 17, 99-112.

Marc, Robert. Loneliness in the Schools. Niles, Illinois: Argus Communications, 1973.

Work in America. Report of a Special Task Force to the Secretary of Health, Education, and Welfare, MIT Press, Cambridge, Massachusetts. December, 1972.

MULTIPLYING EFFECT

Each major career education program component should be designed to support and increase the effectiveness of each of the other components. The plan is as follows:



The arrows represent the mutual support and interdependence of each of the program components, including the implementation processes.

For example, an effective staff development program will stimulate curriculum development and use of career learning centers as well as greater community participation.

The challenge in initiating a comprehensive career education program is how to focus for success while at the same time gaining the multiple effects of several components. A shared decision making implementation structure is a basic first step. Generally staff development would be the second emphasis area. The remaining emphasis area sequence would best be determined by local needs.

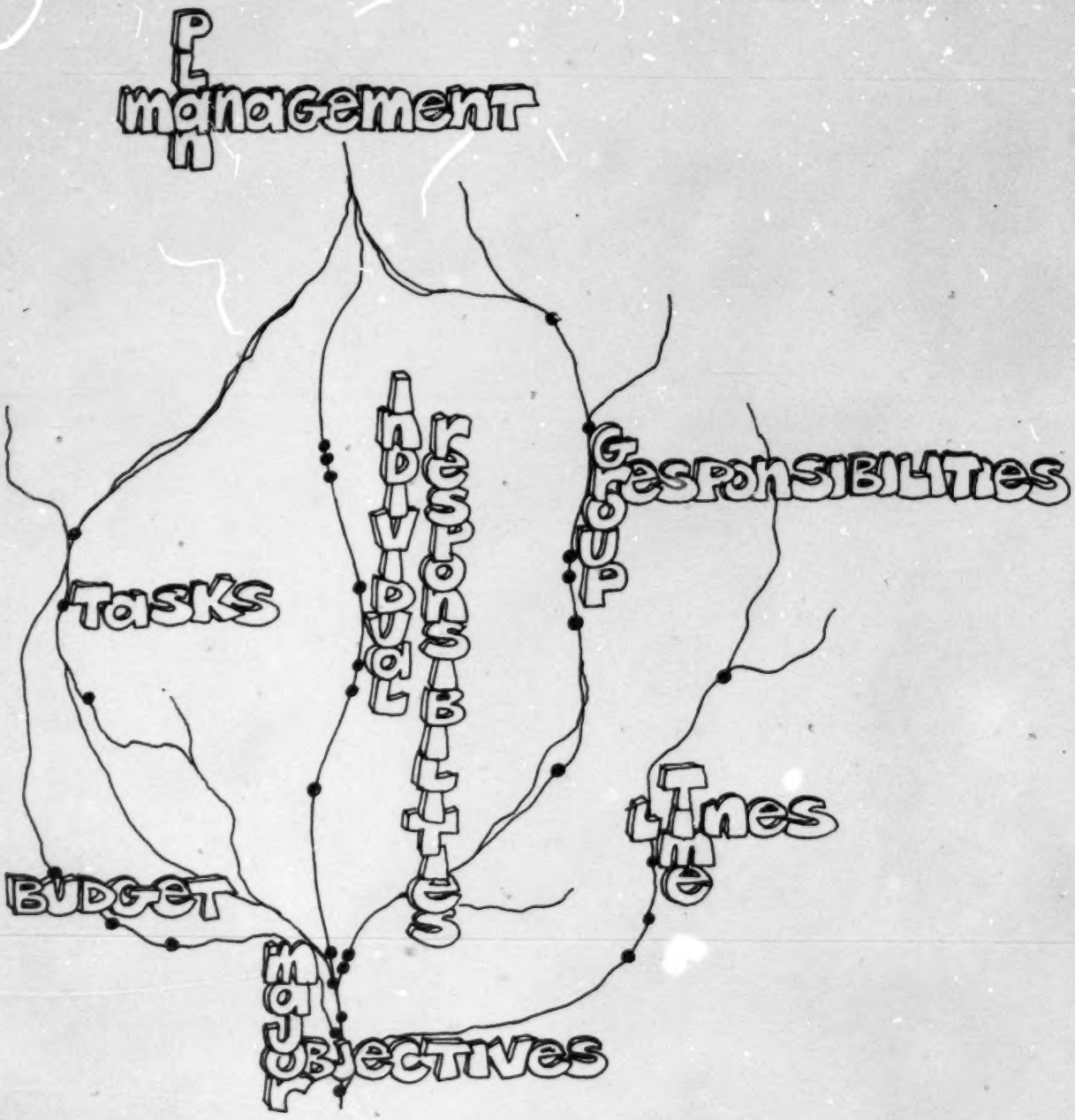
Another strategy for focusing for success and still gaining multiplying effects would be to work on all components at the same time, but concentrate on pilot activities in each area. For example, start with a highly motivated sub group of the staff, one or two curriculum areas, career learning centers in one or two buildings and pilot community participation activities. The latter strategy has been the Roseville approach to career education.

DEVELOPING A MANAGEMENT PLAN

A management plan requires specifying the major objectives, tasks, individual and group responsibilities, timelines and budgets. Developing

processes and outcomes objectives have been detailed in Booklet 3 Evaluation, with examples in each of the other booklets on curriculum, career learning centers, staff development, community participation and shared decision making.

The following example management plan is based on the Roseville career education plan for the 1976 - 1977 school year.

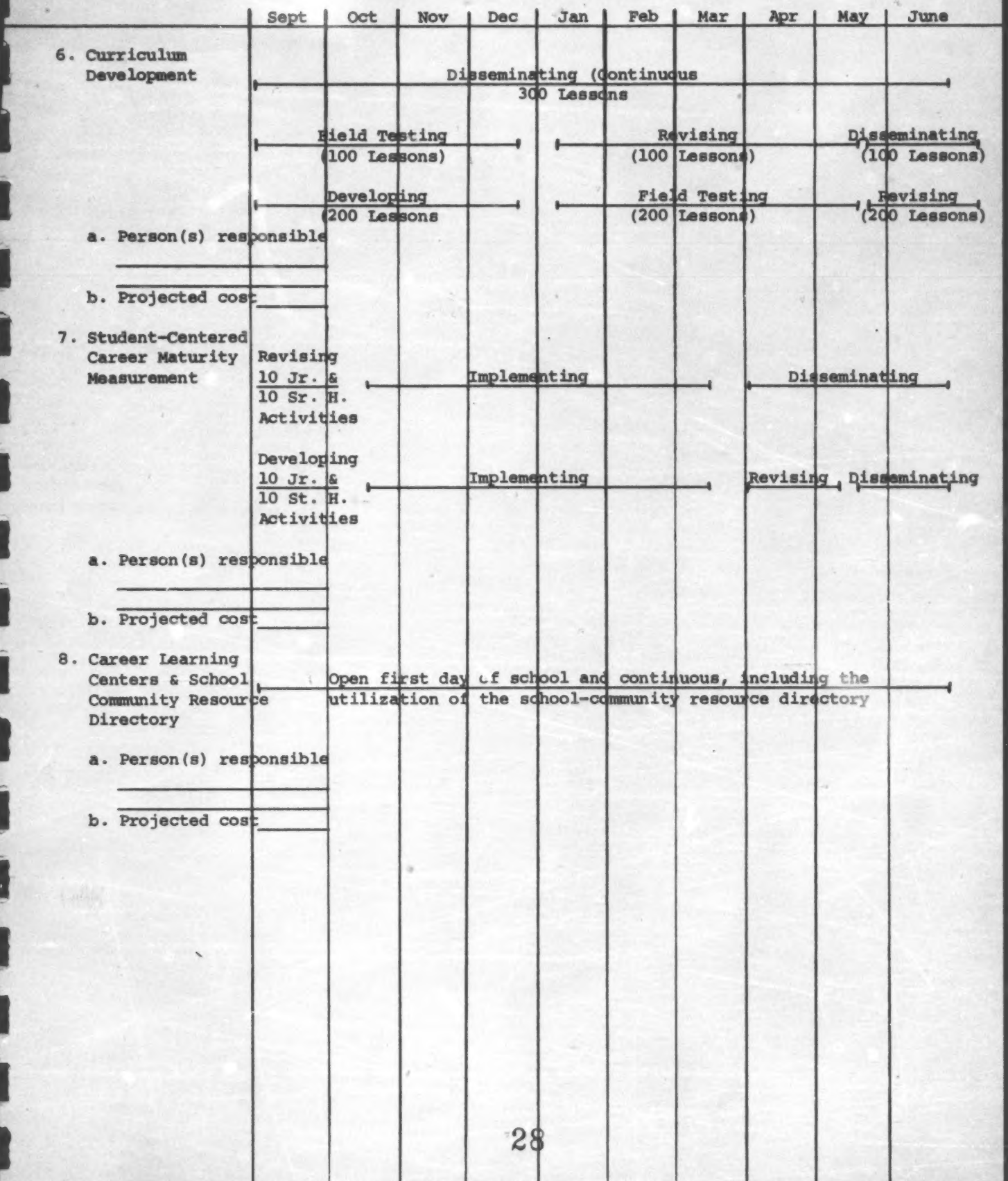


Example Management Plan

Timeline for Proposed Tasks

Process Objectives	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1. Shared Decision Making Implementation Structure		Advisory Committee (Monthly meetings all year)								
		Steering Committees (Meetings 4 times a year)								
a. Person(s) responsible										
b. Projected cost										
2. Staff Awareness & Motivation Presentations					Continuous					
a. Person(s) responsible										
b. Projected cost										
3. Graduate Credit Workshops	Introduction to Career Ed Teacher-Advisor Skills				Teaching Group Skills Shared Decision-Making			Student Centered Career Maturity Assessment		
a. Person(s) responsible										
b. Projected cost										
4. Community Education Career Planning Seminars & Specialized Workshops		Comm. Seminars				Comm. Seminars				
		Specialized Workshop						Specialized Workshop		
a. Person(s) responsible										
b. Projected cost										
5. School-Community Exchanges & Internships		Round 1 (13 exchanges)								
					Round 2 (12 exchanges)					
a. Person(s) responsible										
b. Projected cost										

Example Management Plan (cont)

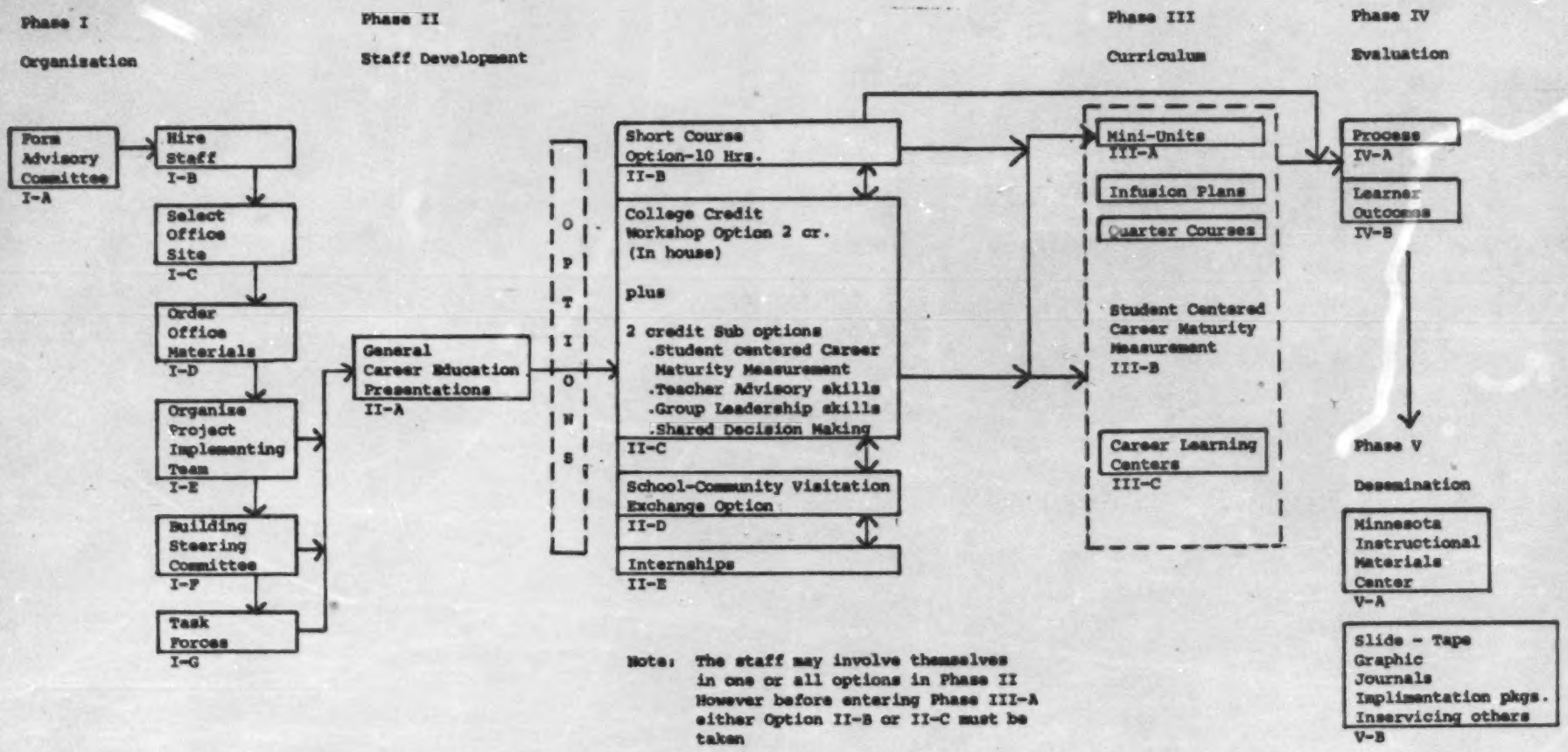


Periodic Review Points

The following tasks will be in operation by:	October 31, 1976 Status	January 31, 1977 Status	April 31, 1977 Status
1. Shared Decision-Making Structure	All committees and Task Forces activated	Two or more meetings held by each group	All test programs implemented, except evaluation reation
2. Staff Workshops Presentations & Community Seminars	Two workshops started One presentation in each of the five secondary buildings One community seminar series started	Two workshops completed Two new workshops started	All general workshops completed
3. School-Community Exchanges	Applications collected for first round of exchanges	First round exchanges and internships underway Second round applications collected	First round exchanges and internships completed and evaluated Second round underway
4. Curriculum	Dissemination of 300 lessons started Field testing of 100 lessons started Development of 200 lessons started	Dissemination well underway of 300 lessons Field testing of 100 lessons completed Development of 200 lessons completed	Dissemination continued (300 lessons) Ready for dissemination (100 lessons) Field testing underway (200 lessons)
5. Student-Centered Career Maturity Measurement	Students and Staff identified Pre-testing and initial planning of activities	One half of activities implemented and evaluated	Seventy-five percent of activities implemented
6. Career Learning Centers and School Community Resource Directory	All 5 centers and directories fully operational →		

Another way of portraying a management plan is the PERT Chart as in the following example:

PERT CHART FOR CAREER EDUCATION PROGRAM



Note: The staff may involve themselves in one or all options in Phase II However before entering Phase III-A either Option II-B or II-C must be taken

The following advisory committee recommendations represent an example of short and long range planning:

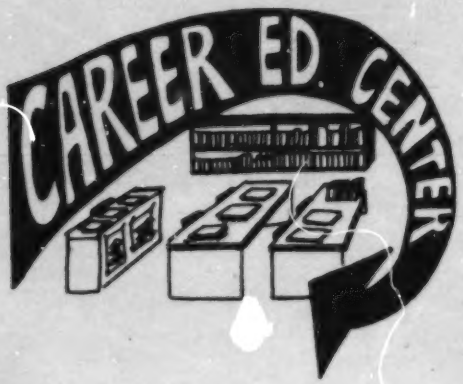
Example of Short and Long Range Planning
Recommendations for Continuation Programs
by the Roseville Career Education Advisory Committee

1976-77 Program Components	Next Year 1977-78	5-Year Plan
1) New Curriculum K-12 2) Existing Curriculum refined and disseminated	Priorities for new development 1) Elementary K-6 2) Music, Jr. High 3) Health - 10 4) Social Studies 8, 10, 12 Local Dissemination and Refinement Priorities 1) Social Studies 7-12 2) English 10-12 3) Ind. Arts 7-12	All Departments All Grade Levels K-12
BUDGET: $25,000	$3,000 + Staff Time (50 days 400 hours)	$3,000-$5,000 Yearly
3) Staff-Community Visitations/Exchanges	Priorities 1) Teachers K-12 2) More "true" exchanges References: ... Proposal ... Handbook for Community Involvement	All Staff at least one opportunity
$ 3,000	$1,500 + Staff Time (20 days 160 hours)	$1,500 + Staff Time x 5
4) Student Shadowing & Student Placement (Pilot Project)	Priorities 1) Continue student observations 2) Pilot longer shadowing experiences 3) Student placement upon graduation (planning next year) References: ... Focus English ... Career Development Unit ... Proposal ... CETA Proposal	Opportunity for all students to shadow at least once in 7-12 Placement service for all students to age 20
$ 500.00	Staff Time for Coordination (10 days - 80 hours)	2½ - 3 Staff Positions

1976-77 Program Components	Next Year 1977-78	5-Year Plan
5) 5 Career Centers using the School-Community Directory and liaison to the elementary schools	Priorities 1) Continue 5 CLC's 2) Liaison to K-6 References: ... Project Reports ... Project Proposal Phones $1,400 Materials 500 2 Staff 6,440 Added Cost $8,340	Continue as planned for 77-78
$30,000	Coordination Time (20 days 160 hours)	Same each year
6) Staff In-service	Priorities 1) Coordinated use of in-service and department meeting time 2) Continue introductory course as needed 3) Continue other course options as needed	Continue and add new course options as needed
$ 2,000	$300 Staff Time for Item (1) (10 days, 80 hours)	Staff Time for Item (1)
7) Parent Programs	Priorities 1) Student-parent Career Planning Seminars 2) Parent Awareness Presentations 3) Adult Career Planning Seminars	Promote in all schools
$ 500	$200 Staff Time (10 days 80 hours)	Continue and charge tuition for Item (3) Adult Seminars
8) Local Evaluation	Priorities 1) Continue curriculum evaluation 2) Continue CLC evaluation 3) Continue case study pilot at Fairview 4) Continue staff in-service evaluation	Continue all components in a systematic decision making program
$2,500	$500 Staff Time (20 days 160 hours)	Continue
Total Staff Coordination Time 140 days	77 staff members	Cost: $12,500 Total Cost: $26,340

INSTITUTING CAREER EDUCATION

Career education has often been advocated as an approach to the teaching-learning process that does not cost money, does not require new programs, departments or staff and is relatively easily accomplished once the school staff is aware of some of the possibilities. In this section methods of designating necessary resources of materials, time and personnel for career education will be discussed. Some funding and some staffing allocation is necessary for a comprehensive career education program. Career education requires district wide coordination of activities, release time for staff and incentives for inservice and curriculum development. Career learning centers need to be staffed and supplied with materials, equipment and phones. Present budgets and present job roles and functions need to be reviewed in light of career education objectives. Change not only creates stress and resistance, it also costs money. In many schools additional funding is difficult, if not impossible, and reallocation can be almost as difficult!



Funding Resources

If career education is to become a permanent focus in education it will require general funding; however, in order to establish new program activities, other funding sources might be sought. Federal and state funds for innovative projects such as Title IV-C of the Federal Aid to Education Act might be considered for piloting new programs. Various foundations are also interested in innovations in education. The art of obtaining government or foundation funds is to create an original solution to an educational problem.

The original solution may be a recombination or refocusing of previously tried activities.

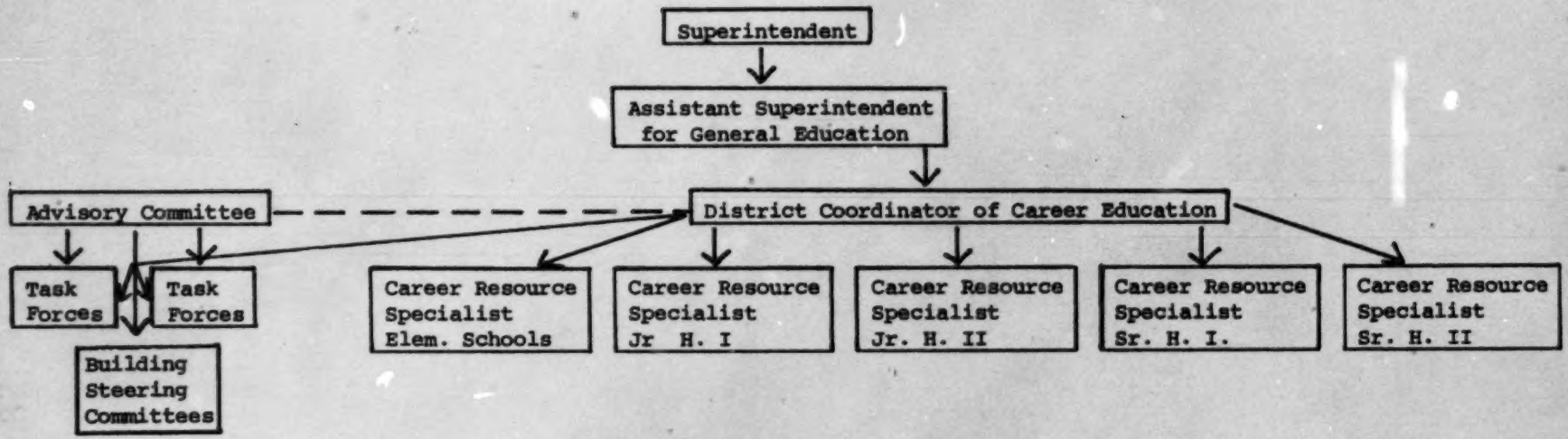
Business, professional associations and unions may also provide partial support for such components as a staff exchange-internship program and student placement service.

Since July 1, 1975, the U.S. Office of Career Education has had ten million dollars per year to fund grants and contracts demonstrating the efficiency of career education. The demonstration funding will continue until June 30 of 1979. Legislation has been considered in Congress that will provide limited implementation monies for career education. Even with the most optimistic federal funding projections, the largest share of career education funding will need to come from district and state revenues.

Staffing

Each school district will have unique staffing pattern needs. Implementation Booklet 5 - Career Learning Centers describes several staffing options for such centers.

Besides staffing of career learning centers, districts will need to decide how to handle the district wide coordination functions and the building level coordination functions. An example organizational chart is as follows:


Superintendent
Assistant Superintendent for General Education
Advisory Committee
District Coordinator of Career Education
Task Forces
Task Forces
Building Steering Committees
Career Resource Specialist Elem. Schools
Career Resource Specialist Jr H. I
Career Resource Specialist Jr. H. II
Career Resource Specialist Sr. H. I.
Career Resource Specialist Sr. H. II

Each building needs a steering committee and a building coordinator. The steering committee might be an off shoot of a faculty council or a number of department chairpeople or an innovations committee and not necessarily a career education committee. The building coordinator may be the career resource specialist or a teacher, counselor or administrator who is designated such responsibility with appropriate time and authority to carry out a leadership role.

The district coordinator in smaller districts may also have other responsibilities in general education, vocational education or guidance and counseling. In general it is desirable for the district coordinator to have some line responsibility to the career learning centers and to the building coordinators. Such line responsibility will need to be shared with the building coordinators and will need to be shared with the building administration.

Some of the responsibilities of a district career education coordinator might include:

... Coordinating the development of new curriculum in career education, K-12

... Coordinating the on-going internal dissemination and field testing and refinement of recently developed curriculum

... Coordinating the K-12 Staff-Community Exchange/Internship Program

... Coordinating the career learning centers, the liaison activities with the elementary schools and the student shadowing program

... Coordinating parent programs in career education, K-12

... Directing the local evaluation of career education programs

... Coordinating school-community advisory committees and task forces in developing a 5-year district plan for career education.

Summary

Career education has been an identifiable movement in education with increasing strength since 1970. The growth of career education is evidenced by such developments as the establishment of the Office of Career Education by Congress, the establishment of the National Advisory Council and the formation of the National Association for Career Education (N.A.C.E.).

Deliberate planning with designated resources and explicit student learning objectives is only in its formative stages.

Resources

Axelrod, Volija; Korthage, Mary; Whitson, Karin S. Planning and Implementation, A Coordinator's Guide to Career Guidance Program Development, The Center for Vocational Education, The Ohio State University, Columbus, Ohio. 1977.

Benson, Arland N. Implementing Career Education Programs, Division of Instruction, Pupil Personnel Services Section, Minnesota Department of Education. 1975.

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McLaughlin, Donald H. Career Education in the Public Schools, 1974-75: A National Survey, American Institute for Research, Palo Alto, Calif. May 1976.